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EDC HW 3

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Chapters two and three primarily discussed a couple of things. One of the biggest things I took from it was characterizing the differences between instruction, and Pedagogy. Instruction was summed up as a planned course of learning experiences, for example lesson plans, coverage of subject matter, and group work. Essentially Instruction is a certain way to make sure that the normative is being taught and that each area is touched upon in the teacher’s agenda. Pedagogy is what happens when teachers use spontaneous teaching methods to instruct the class, for example asking a question and having the students raise their hands, a pop quiz, something that hasn’t been planned out but the teacher feels would be important to learning. Something else that I found in the text I’d like to reflect upon was the definition of imitative maintenance, which is when there is no space for spontaneity, there is only a reliance on routine. I feel that this teaching method leads to kids being bored easily. When this occurs classes just feel as if they are a part of the daily routine and it does not excite people to go to school. I believe that if a teacher is to be the best that they can be they need to incorporate different teaching methods in their teaching style. Having a class just instruction based would be boring and it would hard for the class to pay attention. Although instruction based methods are important, they give the teacher a guideline and a layout of how the class is going to progress. If a teacher just taught using the pedagogy method there would be little structure to the class and at times the teacher could get confused on what to teach next. Teachers should use both of these methods with their classes to ensure that lectures are both well planned out, organized, yet spontaneous and interesting at the same time. Teachers could modify these techniques to account for what age of students they are teaching as well. Younger students might prefer a pedagogy method while older students prefer instruction.